


<b>Policy</b>	<b>Anti-Bullying Policy</b>
<b>Ratification date</b>	<b>13.12.22</b>
<b>Last reviewed on</b>	<b>November 2022</b>
<b>Next review date</b>	<b>November 2024</b>
<b>Signatories</b>	 <b>Head Teacher</b>  <b>Chair of Governors</b>

## 1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening whether in or out of school is expected to tell the staff. **There will be no stigma attached to “telling appropriate tales”**

We believe that Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## 2. What Is Bullying?

Bullying is the use of deliberate hostility and aggression with the **intention** of hurting another person. It usually has a victim who is weaker and less powerful than the bully/bullies. Bullying results in an outcome which is always painful and distressing to the victim. Bullying is often, though not always, repeated over a period of time and the victim finds it physically or verbally difficult to defend themselves.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- On line / cyber sending ‘hate’ text messages / emails or abusing victims via mobile phones.

There are important links to the **Behaviour & Discipline Policy** - It is important to remember that when there are several pupils of equal verbal or physical strength who have a fight or quarrel, this may not be bullying. This is why it is vital to listen to all sides of the argument before taking action.

Bullying is often regarded as actions within school and school time, however the school will also take action if bullying is threatened to take place after school or if bullying is affecting a child in school. Such incidents may also be logged and parents informed.

## 3. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously, bullying will not be tolerated of or by any member of the school community. Pupils and parents should be assured that they will be supported when bullying is reported whether their child is a victim or instigator of bullying.

#### **4. Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs (taken from Kidscape) and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school / becomes school phobic
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully?)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen?)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems and may vary depending upon the child's maturity / ability but bullying should be considered as one of the possibilities and should be investigated.

#### **5. Procedures**

1. Children & parents should report bullying incidents to staff .
2. Members of staff will listen to the child/ren and act appropriately to these reports.
3. In cases of serious bullying, the incidents will be recorded by staff in their class log or the playground incident/first aid book.
4. Staff are made aware in weekly staff meetings of particular children and are asked to keep an eye upon bullies & victims.
5. An individual log may be kept of all incidents with a particular child, allowing us to identify patterns of behaviour. All members of staff should may add to this log.
6. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
7. If necessary and appropriate, police will be consulted.
8. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
9. An attempt will be made to help the bully (bullies) change their behaviour.

## 6. Outcomes

All bullying will be taken seriously and action will be taken as soon as possible to deal with it and prevent further incidents occurring.

1. The bully (bullies) will be asked to consider their past actions and possible future actions and may be asked to genuinely apologise. Other consequences & sanctions will be inline with the **Behaviour & Discipline Policy**.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## 7. Prevention

In direct conjunction with the **Behaviour & Discipline Policy** we aim to prevent bullying through the use of our PSHE curriculum and Circle Time. These include:

- writing a set of class and playground rules
- signing the home-school agreement or an individual behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays having discussions about bullying and why it matters
- using Kidscape resources for helping children to prevent bullying.

Through these we aim for children to develop:

- Good self awareness and self esteem
- To be able to share joys and problems with others (peers & adults)
- To feel safe and secure at all times and in all areas of the school.
- To know that to say NO is okay when uncomfortable or unhappy about behaviour or suggestions of others.
- To recognize inappropriate behaviour from others and to have opportunities to praise positive actions of others. (house points, awards assembly etc)
- To know what to do if they feel anxious or bullied.
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This policy was compiled with reference to 'Responses to Bullying' policy and guidance for schools and colleges in Cambridgeshire.

## HELPFUL ORGANISATIONS:

The following links may provide additional support to children, staff or families

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS):  
[www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Race, Religion and Nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)

- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org) 10 theeducationpeople.org
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

#### LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual Harassment and Sexual Bullying

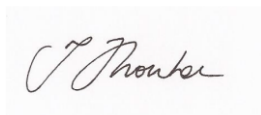
#### Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)

**Monitoring & review:**

**This policy will be monitored by the head teacher and the relevant Governor committee.**

**This policy was last reviewed in 2022. It will be reviewed every two years.**



**Signed:**

**Head Teacher**



**Chair of Governors**

**Date: November 2022**